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ABSTRACT

Questionnaires were sent to 914 public school administrators and 724 public school teachers in Wisconsin. Of the 1640 sent, over 600 were returned. A major purpose of the questionnaire was to discover the prevalence of censorship pressures on the public schools of Wisconsin. The returns showed that the pressure of censorship is a prominent part of school life in this state. Censorship is defined as the use of nonprofessional standards for accepting or rejecting a book. Some teachers are discontented with school policy that seems to favor bowing to community standards and tastes. However, the information accumulated by this study does not permit more than certain qualified observations concerning the impact of censorship on the schools. Conditions vary widely in the schools; excellent work is done in many; severe limitations exist in others. (CK)

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WISCONSIN COUNCIL OF TEACHERS OF ENGLISH

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HOW CENSORSHIP AFFECTS THE SCHOOL

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A recent graduate of Wisconsin State College, Stevens Point, was requested by her principal to remove a book title from a list she had prepared for her students. A parent had complained, and the teacher was instructed to remove the title, though other teachers in that school were allowed to retain the same title on their book lists.

Hearing of this episode, I wondered how often teachers had such experiences. The Executive Committee of the Wisconsin Council of Teachers of English agreed to support a study of censorship in the public schools of Wisconsin, and a questionnaire was devised for this purpose. Executive Secretary Jarvis Bush and other members of the Committee made suggestions concerning questions.

In February of 1963 the Council office mailed out 914 questionnaires to public school administrators (high school principals, junior high school principals, and superintendents). Public school teachers who were members of the Council were also sent questionnaires—724 in all. (A few questionnaires went by mistake to private school teachers, or college teachers, but these were ignored in the returns.) Of the 1640 questionnaires sent out, 422 were returned by administrators, and 184 by teachers, or a total of over 600.

Whether it was possible to gain useful information by this approach was not certain; however the very good response from the administrators (47%), and the fairly typical response from the teachers (about 25%) brought together a con-

EDITOR'S NOTE: The Council does not believe that the kinds of incidents reported in Dr. Burress' study are any more frequent in Wisconsin than in any other state. The problem is a national one and incidents of similar pattern can and have appeared in communities in every section of the country. Dr. Burress undertook this investigation with the idea of presenting a "depth study" of one aspect of the relationship of the community to the curriculum as revealed in a single state. We hope that this report will be useful not only in Wisconsin, but in every part of the country.

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siderable and revealing body of information. That the study dealt with a sensitive area became apparent immediately. A few letters protested the study; one spoke vaguely of a statewide organization and several clergymen who have "been registering opposition."

How prevalent is censorship?

A major purpose of the study was to discover the prevalence of censorship pressures on the public schools of Wisconsin. The returns showed that, if the two and one half years covered by the survey is typical, the pressure of censorship is a prominent part of school life in Wisconsin.

Approximately a fifth of all the returns reported various kinds of censorship episodes. Twenty-two percent of the teachers' returns and 18% of the administrators' returns reported a specific request to remove a book or magazine from use or from a recommended list. In addition to these explicit reports, there were a number of less explicit ones. It is difficult to deal statistically with these, since they range from almost explicit to vague. About an additional five percent of the respondents answered all the questions negatively, but wrote comments in the margins or on the back. These referred almost parenthetically to an episode, sometimes by title, more often not. One return stated, "I believe that one of our teachers had trouble with a parent last year over a certain book. Our principal showed this parent the book on all the selected lists for high school reading. The matter was dropped." This is an instructive episode with significant implications.

Another small group of returns displayed an almost hypersensitive awareness of public opinion in regard to book use, though the reporters had never had use of books questioned. Still another small group of returns indicated that the reporting school had an established policy for dealing with censorship problems. Approximately one-third of all the returns contained evidence of one sort or another supporting the major conclusion that a substantial proportion of the teachers in Wisconsin feel the continuing presence of censorship pressures, and have experienced, or expect to experience, an overt expression of that pressure.

In addition to this major conclusion, several other conclusions are supported by the material. The capriciousness with which censorship is expressed is indicated in a variety of ways. Frequently censorship is a cover for hidden motives. There does not seem to be any relationship between censorship and size of school or between censorship and location of the school in a rural, suburban, or urban area. Occasionally, just a news story about the censorship troubles of one school would be followed by inquiries at other schools concerning the disputed book. Any book questioned by any one becomes "controversial," no matter what its merits or what the lack of qualifications of the objector. No apparent amount of wisdom or prudence seems able to forestall criticism.

How could the wisest of librarians foresee objection to such books as these?

Anne Frank's Diary of a Young Girl
To Kill a Mockingbird
Twenty Best American Plays
A Tale of Two Cities
The Scarlet Letter
Les Miserables
Dictionary of American Slang
Masters of Deceit

In the appendix can be found the list of 80 books and 17 periodicals objected to in Wisconsin during the period of the study and also (if the information was avail-

able on the return) what the objection was, who the objectors were, and what disposition was made of the book or magazine. In addition, the appendix indicates whether the book was included in any of several standard works that recommend books for high school libraries. The list is further evidence of the capriciousness of censorship. The list suggests also that the best of books are more likely to be attacked than the poorest. The librarian who accessions only good books seems in more danger from the censors than the librarian who accessions only poor books.

In fact, with a few exceptions the list would make a relatively good one to recommend to high school juniors or seniors. There are three to four titles on the list that I believe would not win a consensus of approval by professional persons. Beyond these few, the list includes some outstanding contemporary and older works. The capriciousness of the censors is seen in objections to such books as *The Bible, Crime and Punishment, Everyday Life in Ancient Times, The Oxbow Incident,* and T. S. Eliot's *The Wasteland.* The frequency of citation of most of the titles or authors in standard works of reference is evidence of the prudence of the high school libraries in stocking them.

Characteristics of non-professional criticism of books.

In view of the distinction made in the last paragraph, a definition of censorship as it appears in this report will be helpful. Censorship is the use of non-professional standards for accepting or rejecting a book. Professional standards are based on the traditional body of literature in English, and assume a familiarity with that literature. Along with the literature is a tradition of literary criticism explaining and evaluating the literature. The principles of literary criticism, ideally, become the operative tools of professional workers with books. Their judgments concerning the new books of each year and the relative worth of older books are recorded in standard reference works and literary journals.

As in other fields, opinions tend to be codified on the basis of majorities. Though a group of professionally trained people may well disagree on the merits of a given book, a working consensus can be obtained, subject to continued debate in the forum provided by literary journals. This is, it should be noted, a public process open to all, with its records available in the libraries of the country. As a public process, it can be joined by any interested person who will familiarize himself with the rules of the game. Professional standards are available to all citizens, and used to greater or lesser degree in newspaper and magazine book reviewing and in the theatre, as well as in the classroom.

Another area of great significance where professional standards are increasingly being accepted is the courts of law. Increasingly the courts have held that books could not be judged on a single aspect, or episode. but must be judged as a whole, in the light of the intention of the complete work. As long ago as 1913 Judge Learned Hand used this principle for his decision in the case of the *United States vs. Mitchell Kennerley and Hagar Revelly.* In 1933 Judge John Woolsey applied the same principle in the case considering James Joyce's *Ulysses.* The principle has appeared since in decisions by Judge Augustus N. Hand, Judge Curtis Bok, and the Supreme Court. While the area of legal treatment of censorship is outside the scope of this report, it is very hopeful to note the increasing reliance of the higher courts on professional standards of literary criticism.

Only two of the episodes reported by the Wisconsin schools involved the law. Both of these were at the level of police activity only, not formal court cases. In one case, a policeman returned a book (Remarque's *A Time to Love and A Time to Die*) to a high school library with the opinion that it should be removed. The librarian complied. In another case, the police were involved when a parent

found his daughter reading *Catcher in the Rye*. A conference was held with parents, the chief of police and school officials. It was learned that the school had not recommended the book, and the matter was dropped. Both of these cases raise serious questions. It is highly doubtful that the police should be involved in decisions concerning high school library books and it seems improbable that the courts would support police intervention in the cases cited above. The schools should seek legal counsel in all such cases and insist that fully public procedures be followed.

One of the non-professional characteristics of amateur censors is judgment of a book based on a single episode or aspect, taken out of context. An examination of the objections in the list of censor's books shows frequent occurrence of this. (The immorality of Scarlet O'Hara is the basis for objecting to *Gone With the Wind,* though the book is cited in at least four reference works including *High School Basic Book Collection* of the American Library Association.) But the presence of a realistic description of moral evil, as an essential part of a moral and uplifting work, is a familiar aspect of Western world literature, as in the Bible, Shakespeare, and *Paradise Lost*. No doubt the archaic language and dust covered reverence in which these books are held blunts the value of these illustrations, but the principle is well established that the purpose of the work as a whole should be the basis for evaluation.

Another frequent source of non-professional attack on a single aspect of a book is objection to the language. An understanding of the esthetic values possible through the use of substandard language is not common in our society. People take such works as *Huckleberry Finn* for granted and do not realize the artistic effects achieved by Mark Twain's careful use of language. Many American novelists have followed Mark Twain's example and made excellent use of folk language (Elizabeth Maddox Roberts, Sinclair Lewis, Richard Wright, James Baldwin, etc.). The effect of the teaching of 18th century grammar is still powerful; some persons in the public schools would agree with the criticisms based on objections to folk language. A majority of professional workers with literature would not, if the standard reference works can be accepted as a consensus.

An objection to books based on the ideas contained in the books is non-professional; the American Library Association's School Library Bill of Rights is very clear in its insistence that school libraries provide "materials on opposing sides of controversial issues." The insistence that libraries provide books and magazines that represent the complete gamut of opinions on all subjects of interest to man is widely accepted in our culture and is a basic element in the tradition of academic freedom in our school system.

Approximately ten of the books listed were objected to on ideological grounds. These were:

Androcles and the Lion
Animal Farm
Bible
Brave New World
Failsafe
Lady With a Dog
Letters to Jane
1984
The Ugly American
World Geography

In the opinion of teachers reporting, an additional group of objectors had hidden

motives; though they apparently were objecting to the language or morality of a book, they were in reality objecting to the ideas. One teacher wrote: "It is my opinion that in the case of *Grapes of Wrath*, the real objection is political, rather than moralistic with respect to sex, linguistic habit, etc. Here I feel that we English teachers are vulnerable to real danger, for there are people unscrupulous enough to accuse us of prurience in order to attack political or economic viewpoints inimical to themselves." Probably there may be wider support for objections based on morality or bad language, than for attacks based on the ideas in literature. Those who object to the ideas in a given book recruit additional support by attacking the morality or language in the book instead of announcing their objections to the book's ideas.

One other characteristic of non-professional censorship that should be noted is its unwillingness to act in public ways. Several of the episodes used the word "quiet" to describe what happened. "The book was quietly removed." "My superintendent said that he would remove a (questioned book) with a minimum of discussion and thank the informant for his interest and alertness." Other episodes described the quiet removal of a book after a phone call or a comment by a parent to a teacher or librarian.

While a decent respect for public opinion should characterize the teaching profession, this does not mean that any citizen should have the power to eliminate a book from the schools. A decent respect for public opinion does mean that book selection should be practiced in the open forum of enlightened and informed argument. If the removal, or addition, of a book to a school library cannot be defended publicly in the forum of literary scholarship, then non-professional censorship is at work.

Censorship controversies sometimes erupt in public hearings where a book may be "debated." These are not suitable occasions for evaluation of the merit of a book, nor are they a satisfactory substitute for the public manner of dealing with books characteristic of professional persons. Aside from the frequently partisan nature of such hearings, the procedures for book evaluation are not described in Roberts' Rules of order. The evaluation of literature requires, as does the evaluation of medicines, the scholar's study or laboratory. Public hearings are of great importance to a democratic society, but the public forum where books may properly be examined is different in nature from the annual hearing of the school board for passing on the budget.

In one or two cases recently in Wisconsin, public hearings were held about controversial books in which vicious and ungrounded charges were thrown at teachers. These hearings received little or no state wide publicity. The teachers were supported by their school boards, but the experience was so unpleasant they resigned their jobs. Probably, in the light of these experiences, teachers should not be expected to defend their book choices in public hearings. Instead, the school board should use public hearings to explain and defend its policies and practices.

Censorship controversies frequently occurred for reasons that had nothing to do with books at all. Frequently it seemed to the teachers involved that another motive operated in the episode. Sometimes the hidden motives were rather simple, an attempt to annoy or to discredit a teacher for low marks given to a student, for example. In other cases, parents complained of a teacher's book selection because a student was reprimanded for frequent absences, or other faults. Another example of this kind of hidden motive appeared when a school bond issue was hotly debated in a Wisconsin community. In the words of the respondent, "Any weapon was seized which could discredit the schools," and the schools were charged with using

improper books. Another community, deeply involved in a censorship controversy, slowly became aware that personal conflicts between members of the teaching staff were the real issue. Book use became a weapon of attack, as a means of retaliation against one member of the staff. By arousing parents to the supposedly bad books being used, one teacher hoped to get another one fired. The ruse failed, however, and the unjustly charged teacher was supported by the school board.

How censorship is being handled.

What procedures do the schools use to deal with censorship problems? Here as elsewhere in matters of censorship, a wide range of activities is observable.

There is much self-censorship. How much, it is difficult to measure, but many of the reports indicated explicit or implicit censorship. Several reports frankly stated, "Our librarian censors all books herself." The job may be divided up: "The high school librarian censors all books and magazines in high school. The elementary supervisor censors for the grade schools." Implicit censorship is suggested by a good deal of question-begging. Frequently there were reports of this sort: "It is our policy to select books and magazines wisely and eliminate the need for censorship." Another reported, "As librarian I scan new books and magazines and do not accession poor quality literature." "Two books were removed from the library shelves—not because of requests but because the librarian felt the language was unnecessarily rough." "We removed one book from the library shelves . . . 1984 . . . at the recommendation of the administrator . . . a school in the area was having considerable trouble with it, and it was getting a lot of newspaper publicity. The book was quietly removed from the shelves and no notice was made of the fact. It was put on a reserved shelf for faculty use only."

It has been shown that the study gives no support to the notion that wise book selection, or selection of "good quality books" will prevent censorship difficulties. Probably these terms beg the question and indicate that the real reason for eliminating the book or magazine is fear of public opinion. To guide the schools by fear of public opinion is to insure the ultimate loss of their worth, and of the self-respect of school persons.

Another widely used device is the use of the reserved shelf or of restricted circulation. One of the most interesting occurrences of this device is the restriction of a photography magazine to members of a camera club. Presumably nudity is permissible if seen through the camera lens. In fact, it is possible that members of a camera club might deal with this material with more maturity than some other students, because of the awareness of esthetic objectivity, developed by use of the camera. If restricted circulation permits the use of materials that might not otherwise be available, it would seem to be a not completely unsatisfactory compromise, though probably it prevents the circulation of good materials to students who may be not aggressive enough to ask for the restricted materials. This latter handicap would also apply to restricted materials which require parental permission.

A similar form of restricted circulation is the announcement of one Wisconsin school that it will run two college preparatory classes, one in which a "controversial" group of books will be read, and another in which none of the "controversial" books will be used. The parents may choose which section their children enroll in.

Several persons wrote of the student's right *not* to read. This is a real right, and deserves serious attention. Many teachers have had conscientious students who refused to read a book on the grounds that it offended their conscience. The right not to read because of conscience is not the same as the right not to read because

of laziness; most teachers will have little trouble distinguishing between them. All rights however have compensations, or obligations, or rewards. The right not to read carries with it the compensation, or the penalty of ignorance. What you have not read, you cannot know.

The school that has set up two college preparatory classes and allows the students to choose has embarked on a significant experiment. It will be interesting to know about the college success of the two groups of students. It is likely that the class containing the "controversial" books is the class which will study books most useful for college bound students. The students who do not take that class will be deprived of knowing several outstanding works, taught by a teacher who believes them to be significant. It is possible that their right not to read will deprive them of worthwhile learning.

Teachers must take the problem of book selection seriously and give it thoughtful attention. Teachers may be reassured by the fact that there is no reliable evidence that literature contributes to a significant degree to delinquency or criminality. This opinion is supported by such eminent authorities as Professor David Fellman, of the University of Wisconsin, Chief Justice Samuel B. Epstein of the Cook County Superior Court, and Justice Frankfurter, of the U.S. Supreme Court. While views to the contrary are widely held, there is little reliable evidence to support them. As Judge Curtis Bok wrote in the case of *Pennsylvania vs. Five Booksellers*: Legal censorship may be applied "only where there is a reasonable and demonstrable cause to believe that a crime of misdemeanor has been committed or is about to be committed as the perceptible result of the publication and distribution of the writing in question: the opinion of anyone that a tendency thereto exists or that such a result is self-evident is insufficient and irrelevant. The causal connection between the book and the criminal behavior must appear beyond a reasonable doubt." Inability to read is in fact much more characteristic of juvenile delinquency than an interest in books. (Space does not permit a full treatment of this problem. Professional persons should familiarize themselves with Milton's discussions of the relation of literature to sin in the *Areopagitica*, and other works cited in the bibliography.)

It seems highly probable that teachers can safely recommend the kind of books on the list below, without fear of corrupting students. But the student who conscientiously refuses to read the book should be allowed the right not to read. There is little of educational value to be gained by imposing books upon conscientiously unwilling readers.

It does not however follow that the "right not to read" is the equivalent of the "right to keep others from reading." The use of the restricted shelf in its various forms may be a compromise which permits some to read, without forcing others to read. It should also be noted that there is a difference between the student's conscientious objection to a book, and the parent's unwillingness to allow his children to read a book. Conflicts between the standard, national culture that exists in the schools, and the sub-cultures from which many students come constitute a problem beyond the scope of this report.

The role of the School Board in Controversies.

It is ultimately the school board which makes the most important decisions concerning books in each school. Approximately 17% of the schools are reported as having policies for dealing with the problem of censorship. In many cases the policy is described rather vaguely, and does not seem to come to grips with the problem. About 6% of the administrators report their systems have adopted or plan to use

the NCTE proposal described in *The Student's Right to Read*. Another 3% of the schools have similar policies to the NCTE proposal, requiring written signed objections. One school has the interesting policy of requiring objectors to evaluate all books in the school library and relate the objectionable one to the other library holdings. The report indicates this policy is some twenty years old and has survived some grumbling. No one has yet been willing to do the work necessary to complete a complaint.

Several boards have the established policy of reserving for themselves the right to decide in regard to any controversial literature, without regard for the views of the professional staff. There is considerable bitterness among the professional staff in these systems. One teacher wrote, "As interpreted by the administration, the board's attitude is that one book or magazine is not worth the adverse relations which could result if a parent objects to its use."

Several other boards, which also assume that part of their function is to make decisions in regard to controversial books or magazines, do so only after consultation and advice from the professional staff. An example is described as follows, "Complaint must be signed, specific objection understood. Board refers complaint to the department in question for further study and recommendation, then board makes determination."

Still another group of school boards do not regard it as their function to make decisions concerning book use in the schools. Such decisions are relegated to the professional staff. One report is as follows: "The school board feels that the administration and teachers are capable of determining the books that should be read as part of a required course." Another board has adopted the following policy: "It is the intent of the Board of Education to allow the school employees to have freedom to exercise their judgment in selecting and advocating reading materials for the students enrolled therein."

School boards that regard book selection as a professional task have sometimes established a committee of professional persons, including teachers, curriculum directors, and administrators, whose decision the board has agreed to accept in regard to complaints or controversies. *The Student's Right to Read* contains a suggested form for complainants to use. This form has many advantages. It assures the complainant that he is listened to. It requires him to list his complaints and sign his name. It reminds him that books are not chosen capriciously, or without regard to professional standards.

Several boards have adopted a statement of policy based on the American Library Association Bill of Rights for school libraries. (See below in the "recommendations.")

Effects of Censorship.

What effect does censorship have on Wisconsin public schools? The situation is too complex to afford a simple generalization.

Some schools are characterized by an uneasy deference to the the public that is stultifying, and not conducive to good instruction. Some teachers have made their peace with these conditions, indeed regard them with no concern. "We older, experienced teachers are well aware of community standards, tastes, and limits of acceptance, and therefore we successfully steer our course. Younger teachers are guided by the principal and librarian." A younger teacher, in her first year wrote, "It was a librarian who warned me about the above book." (*Catcher in the Rye*). On this group of returns frequently appear such words

as "quiet," "cautious," "reasonable discretion," "given out judiciously," "nothing is said openly about such a policy," "to suggest that the teachers be a bit careful."

Other teachers in schools where this atmosphere prevails express unhappiness at the unnecessary compromises: "The community objects to what . . . teachers consider mature literature. The administration and other teachers know that the objection exists. Since we do not get fully backed in other areas, and since we are told to be careful how we express ourselves—we must not sound like complainers—I assume I should tread lightly in this area also. Since I do not have tenure . . . I feel it is better not taking chances. If the administration openly defended a teacher's choices, and if they let the new teacher know that she need not fear for her job in case of trouble over chosen books, I would be braver."

It seems likely that where teachers feel the kind of discontent indicated by the quotation above, the best teaching will not occur, and the rate of turnover will be relatively high, for a while at least, as was suggested by comments made on several returns. It also seems likely that a selective process might go on by

Most interesting works of fiction read in senior year of high school reported by 570 entering freshmen at Wisconsin State College, Stevens Point.

No. of Reports	Top 25 Works of Fiction Reported by Women
55	Jane Eyre
53	Gone With the Wind
22	Wuthering Heights
21	A Tale of Two Cities
17	Animal Farm
17	Pride and Prejudice
16	Exodus
15	The Scarlet Letter
12	The Robe
11	War and Peace
10	Rebecca
7	Les Miserables
7	Nineteen Eighty-Four
7	Hawaii
5	Green Mansions
5	Andersonville
6	The Silver Chalice
6	Ben Hur
6	Crime & Punishment
6	The Ugly American
6	Of Human Bondage
6	So Big
5	Huckleberry Finn
5	The Return of the Native
5	On the Beach

No. of Reports	Top 25 Works of Fiction Reported by Men
18	A Tale of Two Cities
17	Huckleberry Finn
14	Moby Dick
11	Animal Farm
9	Les Miserables
9	Nineteen Eighty-Four
9	The Red Badge of Courage
9	The Caine Mutiny
8	The Call of the Wild
8	Twenty Thousand Leagues Under the Sea
7	The Return of the Native
7	The Old Man & the Sea
7	David Copperfield
7	Silas Marner
7	Tom Sawyer
7	The Yearling
7	Treasure Island
6	Ivanhoe
6	Peyton Place
6	Sea Wolf
5	The Robe
5	War and Peace
5	The Silver Chalice
5	Ben Hur
5	Crime and Punishment

which, in such systems as described above, vigorous, professionally competent, growing teachers would tend to be replaced by teachers who are more willing to comply with the restrictions of self-censorship and who show a too-quick deference to any expression of public opinion. Students who attend these schools will be more likely to experience the second rate masterpieces of past generations, which are safely dead, than the living works of the past, or the exciting works written in the idioms of the present. To the degree that this is so, such schools will certainly create not lifetime readers, but lifetime non-readers.[1]

The schools described above represent only one segment of Wisconsin schools. Many other Wisconsin schools are typified by administrative procedures and professional attitudes that encourage excellent teaching and a continuing interest in literature. As several of the episodes described previously show, although censorship pressures are recognized or do occur, teachers are encouraged to use their best professional judgment in book selection, and are supported in their choices if questions arise. The fact that the apparently "controversial" books listed in the appendix were to be found in Wisconsin school libraries is evidence that in many schools fear of censorship has not operated to limit book selection unduly.

A study of the reading preferences of 570 entering freshmen at Wisconsin State College, Stevens Point, made between 1959 and 1961 showed that the freshmen had had access in high school to an excellent cross section of the best literature of the past and present. Several of the books listed in the accompanying box were given high ranking by the freshmen reporting their high school reading interests. This study also showed that there was no relationship between high school size and opportunity to get acquainted with the best literature.

In summary then the information accumulated by this study does not permit more than certain qualified observations concerning the impact of censorship on the schools. Conditions vary widely in the schools; excellent work is done in many schools; severe limitations exist in others.

RECOMMENDATIONS

Censorship has been part of the western world since Plato proposed to use it in *The Republic*. The schools of Wisconsin will long have it to contend with. There are nevertheless a number of actions that the schools can take that will mitigate the effects of censorship.

While much improvement has been made in the preparation of teachers, and in the conditions of work in the schools, much yet remains to be done. The recent legislation requiring a four year degree by 1972 represents progress. Legal tenure for a considerable proportion of teachers in the state is helpful. Tenure should be extended to all teachers; the professional educational organizations of the state should work vigorously in this direction. Professional attention to teacher preparation should continue and include the problems posed by censorship. The cultural lag between linguistic and literary scholarship and the classroom should be narrowed, so that classroom teachers will have access to the best contemporary knowledge.

Certain specific actions in regard to censorship should be taken immediately by teacher organizations.

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1. Price, Jacob M. ed. **Reading For Life** (Michigan: the University of Michigan Press, 1959.)

1. Much more effort should be made to achieve meaningful and vigorous cooperation among all professional and disciplinary organizations in regard to censorship. The WCTE might initiate action by inviting representatives of the Wisconsin Education Association and the various disciplinary groups of the state to prepare a joint attack on the problem.

2. The staff of each school should attempt to secure a written policy from the school board concerning book use and selection. The Board should be furnished sample policies such as the one previously cited. *The Student's Right to Read* published by NCTE should be distributed to each board member, as well to members of the school staff. The American Library Association's Bill of Rights for School Libraries should be familiar to each staff member, and part of the proposal to school boards.

3. Every opportunity should be seized to use publicity for the maintenance of open schools and the right to read. Most Americans favor keeping the schools open to all, and oppose using the school for any special interests. Most newspapers vigorously favor freedom of the press. The procedures recommended by the American Library Association should be followed in censorship controversies.

4. An interdisciplinary organization might consider the use of publicity to recognize policies conducive to educational excellence. It might also consider the use of publicity and some form of sanctions against those systems that do not permit the procedures of book selection and use necessary for educational excellence.

Recommendations adopted by the Wisconsin Council of Teachers of English at its annual meeting, May 3, 1963:

Be it resolved by the Wisconsin Council of Teachers of English that we commend the school boards of Wisconsin that establish the following policies in regard to book selection:

1. *Book selection and use shall be regarded as functions of the professional staff of the school system.*
2. *Book selection shall be based on the recommended procedures of the American Library Association's Standards for School Library Programs.*
3. *Book selection and use shall be based on the School Library Bill of Rights adopted by the American Library Association.*

SCHOOL LIBRARY BILL OF RIGHTS

School libraries are concerned with generating understanding of American freedoms and with the preservation of these freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians reaffirms the *Library Bill of Rights* of the American Library Association and asserts that the responsibility of the school library is:

To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served.

To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.

To provide a background of information which will enable pupils to make intelligent judgments in their daily life.

To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.

To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.

To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

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A SAMPLE SCHOOL BOARD POLICY STATEMENT

An excellent description of a school policy prepared by a Wisconsin superintendent for his school board is as follows:

> *"Not the violent conflict between parts of the truth, but the quiet suppression of half of it, is the formidable evil; there is always hope when people are forced to listen to both sides. It is when they attend only one that errors harden into prejudices, and truth itself ceases to have the effect of truth, by being exaggerated into falsehood."*
>
> *John Stewart Mill*

It is the task of the schools to teach boys and girls to understand and support our democratic principles and use these principles in their daily living. If we are to teach understanding of democratic principles, our professional staff must clearly understand how young people learn and use the principles involved in democratic living. They must understand just as well the nature of the democratic way of life. The understanding

of the use of effective methods of instruction is just as important as understanding clearly what democracy involves.

A. Basic principles of teaching the democratic way of living are:

1. Students must have opportunity to make decisions based on adequate information.
2. Students must have the experience of selecting information and organizing it in order to draw intelligent conclusions from it.
3. Students must have and be encouraged to use reading materials from a wide variety of sources and a variety of opinions.
4. Students must have teachers who are able to help them see the many sides of social and political questions. This is not to say that teachers are to be free of prejudices. This is, of course, impossible. Teachers should frankly state their prejudices to students and then make it clear that they are able to examine all possible sides of a question.

B. The basic principles of a democratic way of life are:

1. Every human being is of importance as an individual.
2. The government rests on the consent of the governed.
3. Man acts best when he acts according to reason.
4. Individuals are more likely to reach sound judgments when allowed to examine all issues.

C. The Board of Education will support the school professional personnel, their supervision of instruction, the purchase and use of books and other materials of instruction, and the citizenship training of students as follows:

1. We attempt to employ the finest available teachers of unquestionable loyalty to American principles.
2. The best teaching of American principles occurs in an atmosphere of respect for freedom. We want teachers who as citizens have independence and are encouraged to speak their own convictions. Teachers without courage can only teach fear.
3. Best guarantee against subversive teaching is a free exchange of ideas among teachers, pupils and citizens.
4. We believe that our textbooks and materials of instruction are the best available. What is subversive may be a matter of opinion rather than fact. However, all books and materials are screened to prevent insofar as possible the purchase or use of any material camouflaged as to source or intent.
5. We recognize our responsibility for training future citizens of a world deep in trouble. Our young people must be trained to identify, understand, and resist the clever materials and methods of the agents of despotism. In order to accomplish this, it is essential to use as examples some books and materials which are critical

of or even opposed to democratic principles and the government of the United States. We believe that our democracy is strong enough to stand honest examination and comparison with any other system. Therefore, we believe our students must have freedom to examine all the materials that bear on a particular topic being discussed.

APPENDIX

Books Objected to in Wisconsin, 1961-1963

In the following tables (pp. 21 ff.) is presented a summary of the objections and objectors to specific books which were brought to our attention in the questionnaire returned for this study. The first column lists titles and authors and the second mentions the standard reference works that recommended the particular book for school use. A key to the abbreviations used is presented on p. 20. Where this information was available, we have also noted what happened to the book as a result of the objections mentioned.

Suggestions for Further Reading

Fellman, David, *The Censorship of Books,* Madison, the University of Wisconsin Press, 1957.

Haight, Anne Lyon, *Banned Books,* New York, R. R. Bowker Company, 1955. (Contains a good bibliography.)

Milton, John, *Areopagitica* (Currently available in an Appleton-Century-Crofts, Inc. paperback at 45 cents.)

Nelson, Jack, and Jene Roberts, Jr., *The Censors and the Schools,* Boston, Little, Brown and Company, 1963. (Contains a good bibliography.)

Nelson, Jack and others, 'Censorship of Textbooks," *NEA Journal,* L:5 (May, 1963); pp. 18-28.

Price, Jacob M., ed., *Reading for Life,* Michigan, The University of Michigan Press, 1959.

Standards for School Library Programs, The American Library Association, 1960.

The Student's Right to Read, National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois, 1962.

Abbreviations For Reference Works

AWB—**Adventuring With Books.** NCTE 508 S. Sixth Street, Champaign, Illinois. 1960 Edition.

BB—**Book Bait,** Compiled for the Association of Young People's Librarians and edited by Elinor Walker, Carnegie Library of Pittsburgh. American Library Association, Chicago, 1957.

BFY—**Books For You,** National Council of Teachers of English, 704 South Sixth Street. Champaign, Illinois. Copyright 1959.

CBG—**Catholic Bookman's Guide,** Sister M. Regis, IHM. Hawthorn Books, Inc., New York.

CI—**Check It,** Michigan Unit Catholic Library Association. Michigan Letter Co. Detroit, Michigan. October 1961.
S—Suitable for general reading
A—Acceptable for adults
M—For the mature reader

ELAS—**English Language Art Syllabus** for High School, The English Committee of the Christian Brothers, St. Louis District, 1960, Winona, Minn. St. Mary's College Press.

GR—**Good Reading,** J. Sherwood Weber, ed. Prepared by the Committee on College reading, sponsored by the College English Association. Mentor Books, 1960.

HSBBC—**High School Basic Book Collection,** Sixth edition. American Library Association. 1957. Compiled by a Subcommitttee of the American Library Association Editorial Committee, Mariana Kennedy McAllister, Chairman, with the assistance of consultants from the Association for Supervision and Curriculum Development, National Council for the Social Studies, National Council of Teachers of English, and the Department of Classroom Teachers of the NEA.

JHSBBC—**Junior High School Basic Book Collection,** Margaret V. Spengler, ed. Third edition. American Library Association, 1960. Compiled with the assistance of consultants representing the American Library Association, Association for Supervision and Curriculum Developments, National Council of Teachers of English, Department of Classroom Teachers of the National Education Association, and the National Science Teachers Association.

LH—Lucile Hildinger, Wichita High School East, Wichita, Kansas. A suggested bibliography for high schools of American Fiction since 1920.

LL—**Library List,** by Rev. Bertrand L. Conway, The Catholic Unity League, New York. October 15, 1946. 20th Edition.

RLHR—**Reading Ladders for Human Relations,** revised and enlarged edition 1954 by Margaret M. Heaton and Helen B. Lewis. American Council on Education.

SB—**Senior Booklist,** Independent Schools Education Board, Milton 86, Mass. March 1961.

S.C.—**Standard Catalog For High School Librarians,** edited by Dorothy Herbert West, Estelle A. Fidell, and Rachel Shar. New York, The H. W. Wilson Co. 1962.

(S.C.#)—1963 Supplement to 1962 edition.

WFLC—**The Wisconsin Free Library Commission,** "Some Significant and Controversial Novels: A Selected List." Field Services, Box 1437, Madison, Wisconsin.

BOOKS OBJECTED TO IN WISCONSIN 1961 - 1963

Title & Author	Book Recommended in:	No. of Objections	Objection Alleged	Objector	Result
All the King's Men Robert P. Warren	L. H.; S.C.	——	——	——	——
Andersonville Mackinlay Kantor	BFY	3	Too realistic for High School Reference to Sex Language & Filth of Book	Student Student Parent	Removal —— Removal
Androcles & the Lion George Bernard Shaw	S.C.	1	Shaw was an atheist	Clergyman	——
Animal Farm George Orwell	BFY; S.C.; GR; HHSBBC; CI "S"	1	Objection to "masses will revolt"	John Birch Society	——
Auntie Mame Dennis Patrick		1	——	Parent	——
Barefoot Boy with Cheek Max Shulman	CI "M"	1	Descriptive paragraphs, illustrations	Parent	Temporary Removal
Bell for Adano, A John Hersey	GR; HSBBC; LH; RLHR; (S.C.); CI "M"	2	Russian author ——	Parent Parent	—— ——
Best American Short Stories Robert N. Linscott, ed.	S.C.	1	——	Clergyman	——
Bible, The	CBG; GR; JHSBBC; HSBBC; S.C.	2	Person is not allowed to read it ——	Student Librarian	—— ——
Big Sky, The A. B. Guthrie	BFY; GR; WFLC; (S.C.); HSBBC; LH; C.I. "M"	2	Profanity & Moral Aspects Strong Language	Parent Parent	—— ——
Blackboard Jungle Evan Hunter	CI "M"	1	Objectionable Language	Parent	——

Brave New World Aldous Huxley	WFLC; (S.C.#) CI "A"; GR	8	Profanity & Sex reference — Immoral Immoral, not suitable for high school students Students not mature enough to understand it	PTA Parent Church Parents & School board Church & Librarian	— — — — —
Canterbury Tales Geoffrey Chaucer	BFY; (S.C.) HHSBBC; AWB; GR	2	—	Parents, Citizens & Clergyman	—
Catcher in the Rye J. D. Salinger	BFY; (S.C.#) WFLC; LH; CI "M" GR	26	— Adults only — Not proper for teenagers Dirty words, writing, talk Profanity & sex reference — Language Dirty Immoral — Book for Adults — — Filthy language-sexy — Sex, language Too old for students Because of publicity Don't put on reading list —	Parent — Band Member Parent Principal PTA Citizen & Parent — Church & Parent School Teacher Parents Principal Administrator Church Parent Teacher Librarian Supt. Librarian	— Removal — — Removal — — Removal — Restricted shelf — — — — — Removal — Not put on shelves
Children of Sanchez Oscar Lewis		1	For mature students	Teacher	Available for mature students
Child Buyer John Hersey	ELAS	—	—	—	Restricted list
Crime & Punishment Fyodor Dostoevsky	BFY; (S.C.) ELAS GR; CI "A"	1	Too much profanity	Parent	—
Cruel Sea, The	BFY; HSBBC	1	—	Parent	Removed

Delinquency: Sickness or Sin Richard McCann		1	Chapter on gangs	Teacher	Removal
Devil at 4 o'clock Max Catto	CI "A"	1	——	Parents	——
Dictionary of American Slang Harold Wentworth & Stuart B. Flexner		1	——	——	Removed
Drawing People for Fun		1	——	——	Removed
Elmer Cantry Sinclair Lewis	CI "M"	1	——	Parent	——
Everyday Life in Ancient Times National Geographic Magazine	(S.C.)	1	——	——	Removed
Exodus Leon Uris	S.C.; CI "M"	1	Fornication	Clergyman	——
Failsafe E. L. Burdick & J. H. Wheeler		1	Undermine America's confidence in their defense system	Librarian	——
Fandango Rock John Masters	CI "M"	1	Obscene passage, immoral	Student & Clergyman	Removed until student graduated
Farewell to Arms Ernest Hemingway	BFY; LH; (S.C.); GR	1	——	Teacher	——
Final Score Warren Beck		1	——	Librarian	Available
First Sip of Wine J. G. Pattison	CI "M"	1	Outspoken about extra-marital six	Student	——
Fountainhead, The Ayn Rand	CI "M"	1	——	Teacher	——
For Whom the Bell Tolls Ernest Hemingway	CI "M"	1	——	Townspeople	Principal removed from library; probably will return after controversy dies down.

Gone With the Wind Margaret Mitchell	BFY; HSBBC; CI "M"; GR; BB; (S.C.); ELAS	3	Immorality of Scarlet	Clergyman Parent	——
Grapes of Wrath John Steinbeck	BFY; WFLC; (S.C.#); RLHR; GR	3	Immoral & obscene	Parent Librarian	—— Refuses to order
Handful of Dust Evelyn Waugh	GR	1	Risk to student's morality	——	——
Hawaii James A. Michener	(S.C.); CI "M"	4	Unsuitable for general use	Teacher Administrator	—— ——
Human Reproductive System Thomas H. Knepp		1	——	——	Placed on reserve
Hunchback of Notre Dame Victor Hugo	BFY; GR; S.C.	——	——	Teacher	——
Invasion Diary Richard Tregaskis		1	Language	Parents	——
Jude the Obscure Thomas Hardy	GR	1	——	Librarian	Available
Juvenile Delinquency Ruth S. Cavan; South-western Law Enforcement Institute	(S.C.)	2	Sex & immoral references Not suitable for students	Students	Removal
Lady Chatterly's Lover D. H. Lawrence	GR; CI "M"	1	——	——	——
The Lady with the Dog Anton P. Chekhov		2	Russian author	Parent & Man	——
Les Miserables Victor Hugo	BFY; HSBBC	——	——	Teacher	——
Let Us Now Praise Famous Men James Agee & Walker Evans		1	Discussions on sex	Parent	Available
Letters to Jane Gladys Denny Shultz	SB; BB; (S.C.) HSBBC	1	Didn't agree to philosophy of Writer	Principal	——

Lord of the Flies William Golding	CI "M" (S.C.#)	1	Killing of a pig	Teacher	——
Main Street Sinclair Lewis	ELAS; GR; BFY; S.C.; CI "A"	1	——	Townspeople	Principal removed from library; probably will return after controversy dies down.
Masters of Deceit J. Edgar Hoover	(S.C.)	1	——	Parent	——
Mr. Roberts Thomas Heggen	(S.C.)	2	Filthy	Minister & Parent	——
Native Son Richard Wright	WFLC; GR	1	Obscenity	Parent	——
1984 George Orwell	BFY; WFLC; CI "M" GR	15	——	Parent	——
			Profanity & sex reference	PTA	Remained
			——	Band Member	——
			Immoral & obscene	Citizen	——
			Immorality	Parent	——
			Immoral	Church	——
			Immoral, harmful to teenagers	Parents & Schoolboard	——
			Immorality	Parents	——
			Study of Communism	John Birch Society	——
			Objectionable part	Parent	——
			Depressing, sexy	Administrator	——
			——	Church	——
			Too old for students	Teacher	——
			——	——	——
Of Human Bondage W. Somerset Maugham	BFY; (S.C.) GR; HSBBC; RLHR	1	Immoral & Obscene	Parent	——
Of Mice & Men John Steinbeck	LH; (S.C.#) CI "M"	3	Too much profanity	Mother Parent Teacher	——
On the Beach Nevil Shute	BFY; (S.C.) CI "A'	1	Scene in water when sailing	Principal	——
Ox-Bow Incident Walter Van, Tilburg Clark	BFY; LH; ELAS; CI "A"; GR	1	Language	Parent	Removal

Pearl, The John Steinbeck	HSBBC; BFY; RLHR; LH; S.C.; ELAS	—	—	Teacher	—
Peppercorn Days J. Rose		1	—	Librarian	Removal
Razor's Edge, The W. Somerset Maugham		1	—	Church	—
Silver Chalice, The Thomas Costain	BFY; ELAS; (S.C.) BB; HSBBC	1	Brief paragraph describing Helena	Mother	—
Sister Carrie Theodore Dreiser	WFLC; GR; CI "M"	2	Dreary Book	Parents	—
Something of Value Robert C. Ruark	CI "M"	1	Vivid description of native rituals	Supt. of Schools & School Librarian	—
Thin Red Line, The James Jones		1	Language used	Parent	—
Time to Love & A Time to Die, Erich Maria Remarque	CI "M"	1	Passages concerning sex	Policeman	Removed
To Kill a Mockingbird Harper Lee	SB; CI "A"	1	—	Teacher	—
Too Late the Pharlorope Alan Paton	CI "M"	1	For adults only	Clergyman	—
The Town Conrad Richter	S.C.; BFY	1	—	Librarian	Available
Tree Grows in Brooklyn, A Betty Smith	BFY; RLHR; GR; CI "M"	1	—	—	—
Tribe that Lost Its Head, The Nicholas Monsarrat	CI "M"	1	—	Parent	Remained
20 Best American Plays John Gassner, ed.		1	—	Parent & Church	—
Two & the Town	BFY	2	—	Teacher & Librarian	Removed

Ugly American, The Wm. G. Lederer & Eugene Burdick	BFY; (S.C.); S.C.; CI "S"	3	Critical pictures of Americans abroad Immoral, obscene	Teacher Parents	—— ——
The Wall John Hersey	HSBBC; BFY; GR; S.C.	——	Adults only	——	For Jr. & Sr.
Wapshot Chronicle John Cheever	CI "M"; GR	1	Descriptive paragraph (sex)	Parent	Removal
Wasteland, The T. S. Eliot	(S.C.); S.C.; GR	1	Adults only	——	Removal
Wayward Bus, The John Steinbeck	CI "M"	1	Adults only	——	Removal
Woman Who was Poor Leon Bloy	LH	1	Risk to student's morality	——	——
World Geography Loyal Durand and others		1	Too little nationalism	Patriotic Group	——

Periodicals Objected to in Wisconsin, 1961 - 63

Title	Book Recommended in:	No. of Objections	Objection Alleged	Objector	Result
America		1	Religious bias	Teacher	——
Atlantic Monthly	HSBBC	1	Articles crude & sensational	Parents	Removed
Christian Science Monitor		1	Religious paper	Librarian	Refused to order
Ebony		1	Sensationalism	Teacher	Removed
Holiday	HSBBC	1	Liquor Advertisements	Administrator	——

Life	HSBBC		Pictures of art	Librarian	Withdrawn from shelves
	JHSBBC	7	Pictures	Teacher & Parent	
Look		1	Pictures	Parent	——
New York Times Book Review			Contained obscenity	Board member	——
Photography		1	Nude Pictures	Librarian	Restricted to camera club members
Reporter	HSBBC	1	——	Outside pressure	Refused to order
Saturday Review	HSBBC	1	——	——	——
Show		1	——	Supt.	Changed to other magazine
Theatre Arts	HSBBC	1	Obscene material found in it	Librarian	——
Today's Health	HSBBC		Dealt with birth of a baby	Teacher	——
			——	——	——
USSR		1	Religious bias	Supervisor	Removed
Wee Wisdom		1	Joke Section	Principal	Withdrawn
Wisconsin Engineer		5	Jokes	Teacher & Principal	Tore out jokes

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